

Planned Course: Clay, Metal, and World Arts	Course Number: AH812	Department: Art	
Unit: Functional Art	Grade Level: 9-12		
Estimated Time: 5 weeks	Level/Track: Mid	Date Approved: 8/8/2011	
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>9.2.12 A. Explain the historical, cultural, cultural and social context of an individual work in the arts</p> <p>9.2.12 E. Analyze how historical events and culture impact forms, techniques and purposes on works in the arts</p> <p>9.2.12 F. Know and apply appropriate vocabulary used between social studies and the arts and humanities</p> <p>9.1.12 G. Analyze the effect of rehearsal and practice sessions</p> <p>9.2.12 G. Relate works in the arts to geographic regions</p> <p>9.2.12.C. Relate works in the arts to varying styles and genre and to the periods in which they were created</p> <p>9.3.12. C. Apply systems of classification for interpreting works in the arts and forming a critical response.</p>	<p>▶ Can students analyze and understand why cultures create or use art to serve as functional objects?</p> <p>▶ Can students relate a variety of functional art to specific geographic regions and cultures?</p>	<p>Students actively participate in class analysis on functional art while applying appropriate vocabulary.</p> <p>Teacher slideshow presentation on functional art, regarding style, use, and culture / geography.</p> <p>Sketchbook assignment: create examples of element and principle use from various cultures</p> <p>Matching game: relating functional artworks to cultures, and/or geographic location</p>	<p>In-progress teacher observation of student participation and comprehension demonstrated in class discussions and accuracy in activities about functional art</p> <p>Completion and degree of involvement on sketchbook assignments</p> <p>Informal in-progress critiques between student and teacher: quality craftsmanship, Composition, and functionality of their personal artworks (see techniques units for specific skill evaluation information)</p> <p>Large group critique of student artworks: Overall composition Functionality</p> <p>Written teacher evaluation of finished functional artwork projects based on given</p>
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<p>9.2.12 J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts</p> <p>9.2.12 L. Identify explain and analyze common themes, forms and techniques from works in the arts</p> <p>9.3.12 D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.</p> <p>9.4.12 C. Compare and contrast the attributes of various audiences environments as they influence individual aesthetic response</p>	<p>▶ Can students analyze and draw comparisons (differences and similarities) among functional art of different cultures, and the needs they serve of those cultures?</p>	<p>Small group activity: using given examples, chart similarities and differences of cultural needs, functions, materials, and appearances connected to functional art</p> <p>Informal class discussion on functional art</p>	<p>criteria, including: Functionality Craftsmanship Design elements (To be paired with technique unit for more specific criteria)</p>
<p>9.1.12 B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original</p>	<p>▶ Can students effectively apply skills and techniques to design and create an original work as functional art, based on needs of one's</p>	<p>Teacher presentation and demonstration of specific techniques and steps used in creating functional art. (See techniques units for examples)</p>	

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<p>works in the arts 9.1.12 D. Demonstrate specific styles in combination through the production or performance of a unique work of art 9.2.12 L. Identify, explain, and analyze common themes, forms and techniques from works in the arts</p> <p>9.1.12 B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts 9.1.12 E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques 9.3.12 B. Determine and apply criteria to a person’s work and works of others in the arts</p>	<p>own culture and / or applying similar art elements and principles from a given culture?</p> <p>► Can students effectively apply “form follows function” as a base to creating their own works of art?</p>	<p>Students create their own functional work of art based on personal / cultural needs (ex: a large coil pot container based on the Anasazi people’s techniques from North America</p> <p>Teacher presentation on form follows function</p> <p>Student’s design and create their own functional art, effectively applying “form follows function,” so that the artwork works easily, comfortably and accurately (ex: clay whistles from Aztec peoples of Latin America)</p> <p>Group critique activity on completed projects: “Does an artwork’s intended function</p>	
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<p>9.4.12 D. Analyze and interpret a philosophical position identified in works in the arts and humanities</p> <p>9.3.12 B. Determine and apply criteria to a person's work and works of others in the arts</p>	<p>▶ Do students demonstrate respect for the purposes a culture makes art? (I.e.: no copying sacred works, etc.)</p> <p>▶ Can students determine and apply criteria to form a critical response towards their own work, and the work of others?</p>	<p>change the quality criteria for which it should be judged?"</p> <p>Integrated into class discussions, activities, in the production of student artworks, and group critiques</p> <p>Student participation in group critiques of completed projects, specifically in relation to the function of an artwork</p> <p>Informal, in-progress critiques between student and teacher during the creating process</p>	
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